Week 2 Timetable:

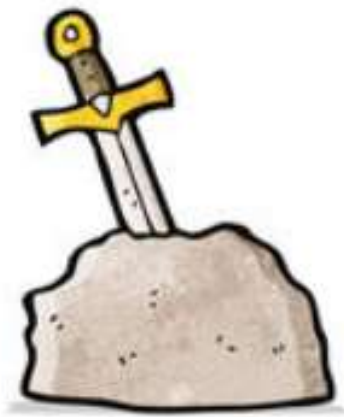| Day	Core	Foundation
Monday	Reading – The Sword in the Stone Writing – Planning own adventure story Maths – Add two or more fractions Spelling – Insert missing vowels	Science – Describe the work of Carl Linnaeus
Tuesday	Reading – The Sword in the Stone Writing – Write opening and build-up Maths – Add two or more fractions Handwriting – Revising joins in a word: long vowel phonemes	Thematic - Which was more integral to Birmingham's financial success: canal systems or trains
Wednesday	Reading – The Sword in the Stone Writing – Write dilemma and resolution Maths – Subtract two fractions Spelling – Inserting words into a cloze passage	Music – Exploring compound time
Thursday	Reading – The Sword in the Stone Writing – Write the closing and edit work Maths – Subtract two fractions Handwriting – Revising joins in a word: le	Art – Wallpaper panel design from nature
Friday	Reading – Personal response sheet Writing – Publish adventure story! Maths – Google forms quiz Spelling – Magic e with a-e	PSHE – Managing challenges and change PE – Counter balance

Reading

Listen to Miss Fouracre reading the text for this week on Class Dojo. It is an extract from the popular legend *The Sword in the Stone.*

THE SWORD IN THE STONE

The legend of King Arthur dates back to Anglo-Saxon times. There may have once been a leader called Arthur but over thousands of years the story has been added to and we cannot be sure which parts are fact and which are fiction. Here is the story of how Arthur became King:

Sadness descended over Britain as news spread of the death of King Uther. But after the sadness, quickly came anger and arguments about who should be the next king. None of the powerful knights or nobles knew about Uther's son, Arthur, who had been sent away to keep him safe from attacking Saxon armies.

Fights raged for many months. Until one freezing morning, when the frost covered the trees like a crystal white blanket, a great stone appeared. It lay in front of the ancient church of St Paul and thrust deep into the stone was a glittering sword. When the knights came closer, they could read a message carved into the shining metal of the blade saying, "Whoever pulls this sword from the stone is the rightful King of England."

Many times they tried to wrench the sword from the stone. They tugged and heaved and strained with all their might. But it was no use. The sword would not budge for any of them.

Years passed and young Arthur was dashing through the city, looking for a sword. His foster brother Kay was due to fight in a competition but had lost his sword. Suddenly, Arthur's eyes fell upon the stone, the metal of the sword glistening in the early morning sunlight. He stepped towards the sword, fallen leaves crunching under his steady footsteps. Reaching out, he clasped the jewelled handle of the weapon and pulled. The sword slid out like a knife gliding through butter.

1. In what period of history did the legend of King Arthur first emerge?

_____

2. Why can't we be certain that the legend is true? Find evidence in the text to support your answer.

_____

_____

_____

3. How did the people react when King Uther died? What were the two dominant emotions?

_____

_____

_____

4. Why didn't the knights and nobles know about Arthur, the King's son?

_____

_____

_____

Remember to check your answers and self-mark at the end of the day!

Writing – Planning your own adventure story

Watch today's instructional writing video - Miss Fouracre will explaining today's task and modelling how to complete this planning template.

Now it is time to do! You can just write your ideas in bullet points or try to draft your writing in sentences. The more your get on your plan, the easier your writing will be!

Underlying pattern of a FINDING TALE	Plan of your ideas/innovation
Opening *Main characters in an everyday setting* *Find an interesting object*	
Build up *Danger arrives*	
Dilemma *Danger increases and it looks like there is no escape*	
Resolution *Danger overcome in some way*	
Ending *Main characters safe* *More information revealed about the object/rewards.*	

Remember to share your work with your teachers on Class Dojo.

Maths – Add two or more fractions

Starter: Answer the following questions including the time on the clock.

Flashback 4

1) What is 10 × 7?

2) Work out 90 ÷ 10

3) What is seven multiplied by one?

4) Find the perimeter of the rectangle.
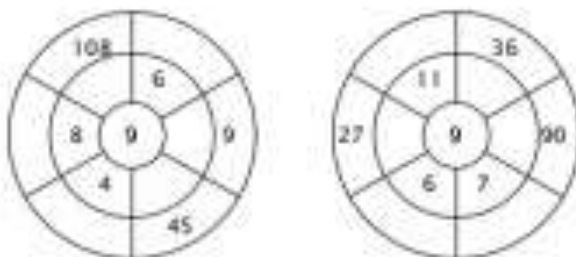
3 cm

12 cm

Times tables Practice: x9

Exercise 1:

Color in all of the boxes that are the solutions of this time table.

11	79	72	90	8
37	54	54	18	5
9	81	45	27	69
27	90	36	99	65
18	108	59	45	19

Exercise 2:

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.

Exercise 3:

Fill in the correct product.

a) 6 x 9 = _____

b) 2 x 9 = _____

c) 1 x 9 = _____

d) 3 x 9 = _____

e) 10 x 9 = _____

f) 8 x 9 = _____

Main Activity:

Follow the link to watch the explanation video: https://vimeo.com/420682145

Add 2 or more fractions
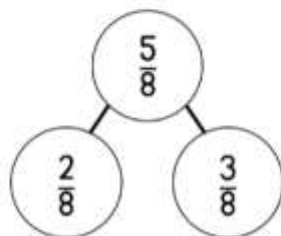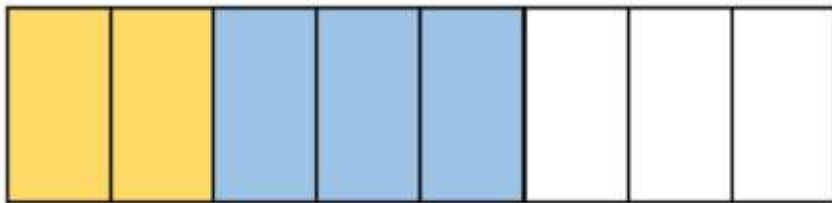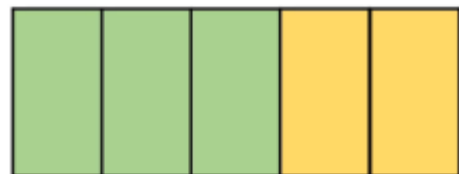
$$\frac{3}{5} + \frac{1}{5} =$$

SCAN ME
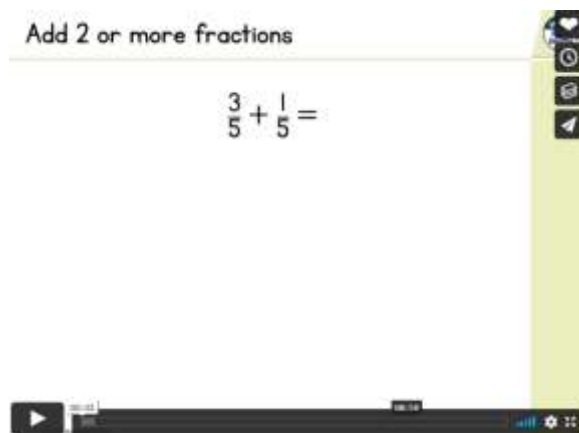
Here are some worked examples to support you.
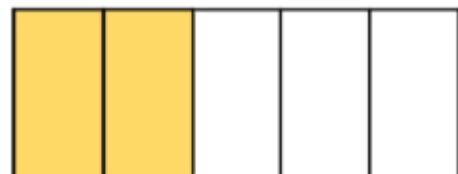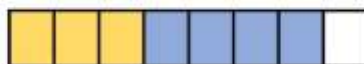
$$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

$\frac{5}{8}$

$\frac{2}{8}$ $\frac{3}{8}$

$$\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}$$
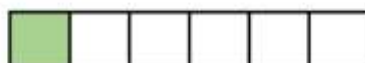
$$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$$

$$\frac{3}{8} + \frac{\boxed{4}}{8} = \frac{7}{8}$$

$$\frac{3}{5} + \frac{1}{5} + \frac{4}{5} = \frac{8}{5} = 1\frac{3}{5}$$

$$\frac{1}{6} + \frac{3}{6} + \frac{\boxed{3}}{6} = 1\frac{1}{6}$$
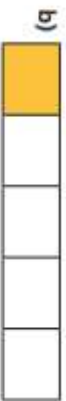
Task 1: Complete Questions

Add 2 or more fractions

1 Complete the additions.

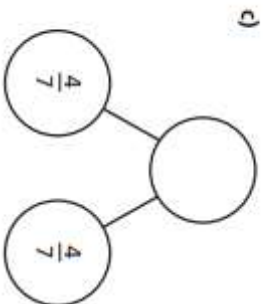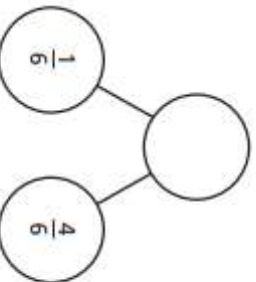a) $\dfrac{1}{5} + \dfrac{2}{5} =$ ☐

b) $\dfrac{1}{5} + \dfrac{3}{5} =$ ☐

c) $\dfrac{3}{8} + \dfrac{3}{8} =$ ☐

d) $\dfrac{3}{8} + \dfrac{1}{8} =$ ☐

2 Complete the part-whole models.

a) $\dfrac{2}{7}$ $\dfrac{4}{7}$

b) $\dfrac{1}{6}$ $\dfrac{4}{6}$

c) $\dfrac{4}{7}$ $\dfrac{4}{7}$
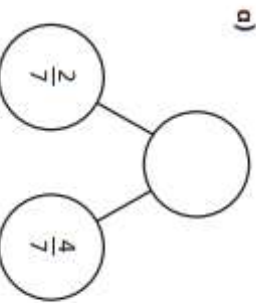
d) Which part-whole model is the odd one out?

Explain your choice to a partner.

Did you both have the same answer?

3 Complete the additions.

a) $\dfrac{3}{7} + \dfrac{3}{7} =$ ☐

b) $\dfrac{3}{7} + \dfrac{4}{7} =$ ☐ = ☐

c) $\dfrac{4}{5} + \dfrac{3}{5} =$ ☐ = ☐

d) $\dfrac{8}{5} + \dfrac{6}{5} =$ ☐ = ☐

e) $\dfrac{8}{11} + \dfrac{6}{11} =$ ☐ = ☐

f) $\dfrac{4}{11} + \dfrac{4}{11} + \dfrac{6}{11} =$ ☐ = ☐

g) $\dfrac{3}{11} + \dfrac{3}{11} + \dfrac{8}{11} =$ ☐ = ☐

h) $\dfrac{3}{7} + \dfrac{3}{7} + \dfrac{8}{7} =$ ☐ = ☐

Spelling

How can we spell long vowel sounds?

Focus: spelling split digraphs

This unit covers how to spell long vowel sounds when two vowel sounds are split by a consonant. A split digraph means two letters making one sound that is split by another letter, e.g. *cake* – the /ai/ sound is made from 'a_e' split by 'k'. This is often referred to as the magic 'e'.

Missing Vowels

RISING STARS Spelling

A monster has gobbled up the vowels a, e, *i*, o and u in these words! How many can you put back again? You have five minutes.

_rr_v_   h_m_   _xtr_m_
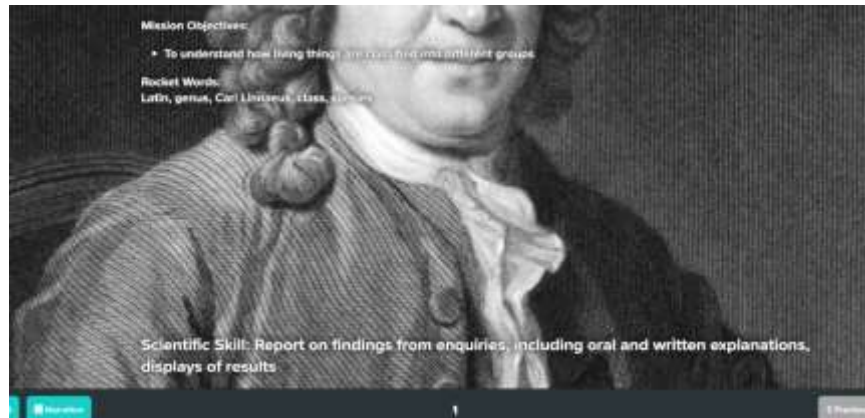
s_rpr_s_   t_m_

c_k_   d_c_d_

g_ _d_

Science: Describe the work of Carl Linnaeus

Read through PowerPoint:
https://developingexperts.com/s/missions/243?slide=1&noExit=false&presentation=243

Task 1: Create an information text.

Today you are going to create an information text all about the 'Animal Kingdom'.

Watch the following link to support you: https://www.youtube.com/watch?v=vqxomJIBGcY

Use the following word bank to support you.

animals	vertebrates	different
classified	invertebrates	backbone
skeletons	eggs	wings	feathers

The Animal Kingdom

Vertebrates:

Mammals:

Amphibians:

Fish:

Reptiles:

Birds:

Invertebrates:

There are lots of d_____ types of a_____ in the w_____. A_____ can be c_____ or put into groups. There are t_____ main groups of animals – v_____ and i_____.

Reading

Listen to Miss Fouracre reading the text for this week on Class Dojo. It is an extract from the popular legend *The Sword in the Stone.*

THE SWORD IN THE STONE

The legend of King Arthur dates back to Anglo-Saxon times. There may have once been a leader called Arthur but over thousands of years the story has been added to and we cannot be sure which parts are fact and which are fiction. Here is the story of how Arthur became King:

Sadness descended over Britain as news spread of the death of King Uther. But after the sadness, quickly came anger and arguments about who should be the next king. None of the powerful knights or nobles knew about Uther's son, Arthur, who had been sent away to keep him safe from attacking Saxon armies.

Fights raged for many months. Until one freezing morning, when the frost covered the trees like a crystal white blanket, a great stone appeared. It lay in front of the ancient church of St Paul and thrust deep into the stone was a glittering sword. When the knights came closer, they could read a message carved into the shining metal of the blade saying, "Whoever pulls this sword from the stone is the rightful King of England."

Many times they tried to wrench the sword from the stone. They tugged and heaved and strained with all their might. But it was no use. The sword would not budge for any of them.

Years passed and young Arthur was dashing through the city, looking for a sword. His foster brother Kay was due to fight in a competition but had lost his sword. Suddenly, Arthur's eyes fell upon the stone, the metal of the sword glistening in the early morning sunlight. He stepped towards the sword, fallen leaves crunching under his steady footsteps. Reaching out, he clasped the jewelled handle of the weapon and pulled. The sword slid out like a knife gliding through butter.

1. Where did the sword in the stone appear?

   _____

2. **Draw** lines to match the following words to their definitions.
   If you need to, use a dictionary to help you with this:

   https://kids.wordsmyth.net/we/

   SCAN ME

descended		To forcefully push.

raged		To suddenly drop downwards upon something.

thrust		Very old; existing for many years.

ancient		Expressing extreme anger or fury.

3. What time of year did the sword appear? How do you know?

   _____

   _____

   _____

4. Why do you think the sword in the stone might have appeared?

   _____

   _____

   _____

Remember to check your answers and self-mark at the end of the day!

Writing – Writing opening and build-up

Watch today's instructional writing video - Miss Fouracre will explaining today's task, recapping what needs to be included in each paragraph and modelling how to transfer your ideas from your plan into quality paragraphs of writing. You can complete today's task along with her as there will be pause points.

Firstly, what do we need to include in our opening paragraph?
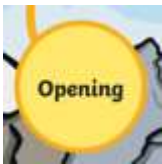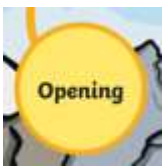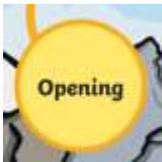
Now have a go at drafting this opening paragraph, in either your exercise books or the box:

_____

_____

_____

_____

_____

_____

_____

_____

_____

What do we need to include in the build-up section?

Now have a go at drafting this section either in your exercise books or in the box below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Remember to share your work with your teacher on Class Dojo.

Maths – Add two or more fractions

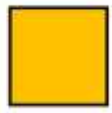Answer the following questions including the time on the clock.

Flashback 4

1) Work out 11 × 7

2) What is 63 ÷ 7?

3) What is nine multiplied by zero?

4) Find the perimeter of the square. 4 cm

White Rose Maths

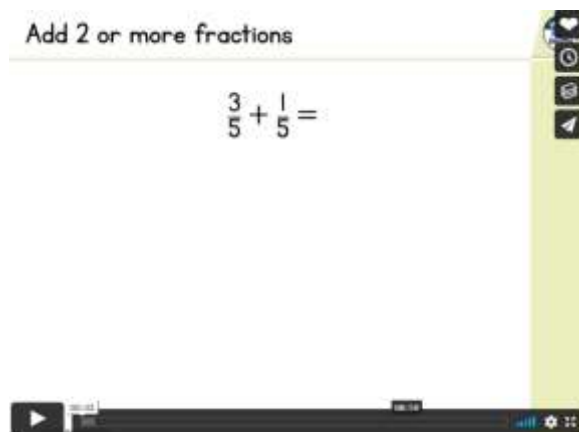144 Club: Put a five-minute timer on – can you beat your previous score?

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Main Activity:

Have you marked your work from yesterday? How did you get on? Follow the link to watch the explanation video again to remind you about what we covered: https://vimeo.com/420682145
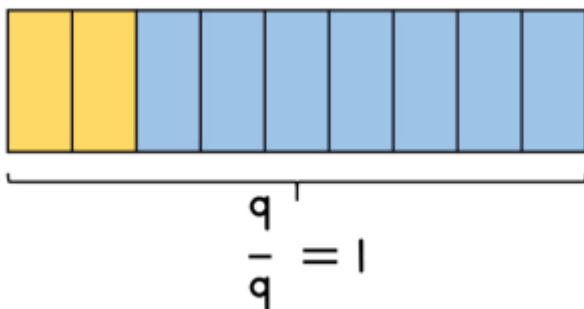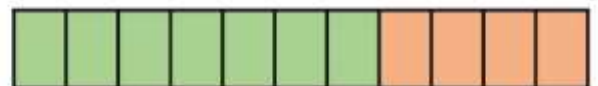
Add 2 or more fractions

$$\frac{3}{5} + \frac{1}{5} =$$

SCAN ME

Here are some worked examples to support you.

$$\frac{\boxed{7}}{9} + \frac{2}{9} = 1$$

$$\frac{9}{9} = 1$$

1) $$\frac{\boxed{4}}{11} + \frac{7}{11} = 1$$
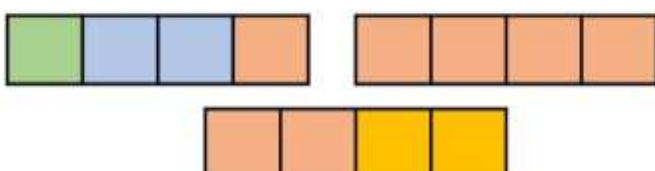
4) $$\frac{\boxed{8}}{9} + \frac{10}{9} = 2$$
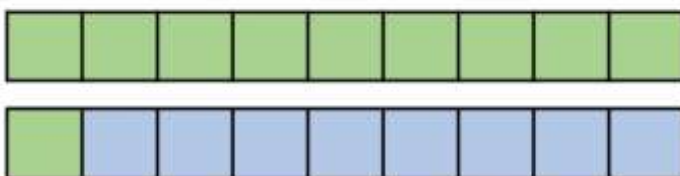
2) $$\frac{1}{8} + \frac{\boxed{7}}{8} = 1$$

5) $$\frac{1}{4} + \frac{\boxed{2}}{4} + \frac{7}{4} + \frac{2}{4} = 3$$

16

Task 1: Complete Questions

4

What could the missing numerators be?

Give four different possibilities.

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4} \qquad \frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4} \qquad \frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

5

Tommy is adding fractions.

$$\frac{3}{4} + \frac{3}{4} = \frac{6}{8}$$

Explain why Tommy is incorrect.

_____

_____

6

Complete the number sentences.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{7}{8}$

b) $\frac{3}{8} + \frac{\square}{8} = 1$

c) $\frac{3}{16} + \frac{\square}{\square} = 1$

d) $\frac{4}{9} + \frac{\square}{9} = \frac{11}{9} = 1\frac{\square}{9}$

e) $\frac{4}{9} + \frac{\square}{9} = \frac{13}{9} = 1\frac{\square}{9}$

f) $\frac{4}{9} + \frac{\square}{9} = \frac{\square}{9} = 1\frac{7}{9}$

g) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

7

Rosie, Whitney and Teddy have each been for a walk.

Rosie walked $\frac{5}{8}$ km.

Whitney walked $\frac{7}{8}$ km.

Teddy walked $\frac{3}{8}$ km.

a) How far did they walk altogether?

b) Jack also went for a walk.

Altogether the four children walked 3 km.

How far did Jack walk?

$\square$ km

$\square$ km

Handwriting

Match and write the rhyming words. Think about the joins.

nose	*fears*
knees	*south*
toes	*sees*
mouth	*goes*
ears	*rose*

Thematic - Which was more integral to Birmingham's financial success: canal systems or trains?

1. What was the main form of transport in Birmingham during the industrial revolution?

a) Trains
b) Horse and cart
c) Narrowboats and the canal system

2. What was the <u>main</u> product that was traded using canals during the 19th century?

a) Coal
b) Steel
c) Potatoes

3. How many miles of canals make up the Birmingham Canal Navigations (BCN – the canal network system) today?

a) More than 10 miles
b) More than 100 miles
c) More than 1000 miles

Last week, we looked at how canal systems helped Birmingham to be successful. This week, we are going to be focusing on trains.

Firstly, have a look at how Birmingham New Street has changed through history:
https://www.birminghammail.co.uk/news/nostalgia/gallery/birmingham-new-street-through-ages-2995459

Look at the two pictures carefully. Compare and contrast: How has Birmingham New Street changed over time?

The footbridge at Birminghan New Street station at the turn of the 20th century

What year might this picture have been taken 'at the turn of the 20th century'? _____

Roughly how many years have passed between these two photographs? _____

What are the main differences?

The railway system has undergone momentous developments and is still changing rapidly with the HS2 project: https://www.youtube.com/watch?v=m0-A5hXFMKk

Canal systems and railways were instrumental in setting up trade links with other cities and countries – because Birmingham is geographically central, we were integral to products being able to be traded and distributed successfully.

Share your thoughts with your teachers on Class Dojo.

Reading

Listen to Miss Fouracre reading the text for this week on Class Dojo. It is an extract from the popular legend *The Sword in the Stone.*

THE SWORD IN THE STONE

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Fights raged for many months. Until one freezing morning, when the frost covered the trees like a crystal white blanket, a great stone appeared. It lay in front of the ancient church of St Paul and thrust deep into the stone was a glittering sword. When the knights came closer, they could read a message carved into the shining metal of the blade saying, "Whoever pulls this sword from the stone is the rightful King of England."

Many times they tried to wrench the sword from the stone. They tugged and heaved and strained with all their might. But it was no use. The sword would not budge for any of them.

Years passed and young Arthur was dashing through the city, looking for a sword. His foster brother Kay was due to fight in a competition but had lost his sword. Suddenly, Arthur's eyes fell upon the stone, the metal of the sword glistening in the early morning sunlight. He stepped towards the sword, fallen leaves crunching under his steady footsteps. Reaching out, he clasped the jewelled handle of the weapon and pulled. The sword slid out like a knife gliding through butter.

1. Tick **one** box to complete this sentence.

    Whoever pulls this sword from the stone is...

    ☐   a vandal and a thief.
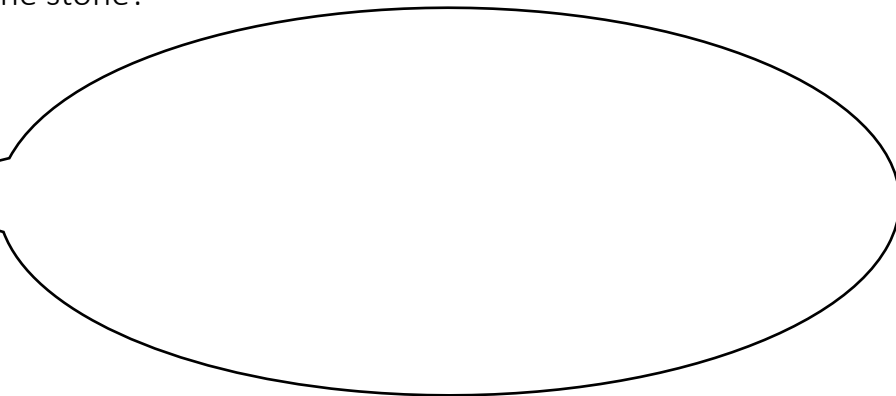
    ☐   going to regret it.

    ☐   the rightful King of England.

2. The author uses many different words for the word 'pulled'. Can you find four?

    _____   _____

    _____   _____

3. Why wouldn't the sword budge for any of the knights who tried to obtain it?

    _____

    _____

    _____

4. What do you imagine the knights would be saying as they were attempting to pull the sword from the stone?

Remember to check and self-mark your answers on Dojo at the end of the day!

Writing – Writing dilemma and resolution

Watch today's instructional writing video - Miss Fouracre will explaining today's task, recapping what needs to be included in each paragraph and modelling how to transfer your ideas from your plan into quality paragraphs of writing. You can complete today's task along with her as there will be pause points.

Firstly, what do we need to include in the dilemma section?

Now have a go at drafting the dilemma paragraph, in either your exercise books or the box:

_____

_____

_____

_____

_____

_____

_____

_____

What do we need to include in the resolution section?

Now have a go at drafting this section either in your exercise books or in the box below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Remember to share your work with your teacher on Class Dojo.

Maths – Subtract two fractions

Starter: Answer the following questions including the time on the clock.

Flashback 4

1) What is 3 × 12?

2) Find 36 ÷ 6

3) Six divided by six is equal to?

4) Find the sum of 3,482 and 1,563

White Rose Maths

Times tables Practice: x9

Exercise 1:

Draw a line connecting the multiplcation expression with the correct product.

5 x 9	72
2 x 9	9
6 x 9	63
7 x 9	18
3 x 9	36
4 x 9	54
8 x 9	108
1 x 9	45
12 x 9	90
10 x 9	27

Exercise 2:

Fill in the missing number.

a) ___ x 9 = 45   b) ___ x 9 = 54   c) ___ x 9 = 108

Exercise 3:

Fill in the correct product.

a) 2 x 9 = _____   b) 5 x 9 = _____   c) 9 x 9 = _____

d) 10 x 9 = _____   e) 6 x 9 = _____   f) 11 x 9 = _____

Main Activity:

Follow the link to watch the explanation video: https://vimeo.com/420682290

Subtracting fractions

Amir has $\frac{3}{5}$ of a roll of ribbon.

He cuts $\frac{2}{5}$ of the roll off.

What fraction of the roll does he have left?

Here are some worked examples to support you:

Amir has $\frac{3}{5}$ of a roll of ribbon.

He cuts $\frac{2}{5}$ of the roll off.

What fraction of the roll does he have left?

$$\frac{3}{5} - \frac{2}{5} = \frac{1}{5}$$

Have a go

Ron has $\frac{5}{8}$ of a bottle of water.

He drinks $\frac{3}{8}$ of the bottle.

What fraction of the bottle is left?

$$\frac{5}{8} - \frac{3}{8} = \frac{2}{8}$$

Have a go

1) $\frac{9}{13} - \frac{4}{13} = \frac{5}{13}$

2) $\frac{5}{8} - \frac{1}{8} = \frac{4}{8} = \frac{1}{2}$

3) $\frac{6}{6} - \frac{4}{6} = \frac{2}{6} = \frac{1}{3}$

27

Task 1: Complete Questions

Subtract 2 fractions

1 Complete the subtractions.

a) $\frac{4}{5} - \frac{1}{5} =$ ☐

b) $\frac{4}{5} - \frac{2}{5} =$ ☐

c) $\frac{5}{7} - \frac{3}{7} =$ ☐
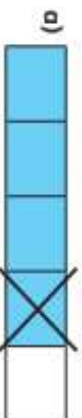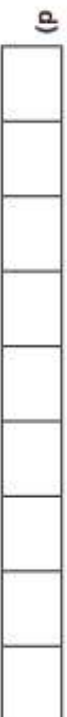
d) $\frac{7}{9} - \frac{4}{9} =$ ☐

2 Complete the calculations.

a) $\frac{7}{10} - \frac{3}{10} =$ ☐

b) $\frac{2}{3} - \frac{1}{3} =$ ☐

c) $\frac{6}{6} - \frac{6}{6} =$ ☐

d) $\frac{3}{4} - \frac{1}{4} =$ ☐

e) $\frac{9}{11} - \frac{3}{11} =$ ☐

f) $\frac{6}{7} - \frac{4}{7} =$ ☐

g) $\frac{8}{93} - \frac{2}{93} =$ ☐

h) $\frac{10}{991} - \frac{3}{991} =$ ☐

3 Complete the subtractions

a) $\frac{9}{5} - \frac{6}{5} =$ ☐

b) $\frac{9}{5} - \frac{5}{5} =$ ☐

c) $\frac{9}{5} - \frac{4}{5} =$ ☐ = ☐

d) $\frac{9}{2} - \frac{4}{2} =$ ☐ = ☐

e) $\frac{8}{3} - \frac{4}{3} =$ ☐ = ☐

f) $\frac{11}{3} - \frac{4}{3} =$ ☐ = ☐

g) $\frac{14}{3} - \frac{4}{3} =$ ☐ = ☐

h) $\frac{15}{3} - \frac{5}{3} =$ ☐ = ☐

Spelling

Can you decide which word belongs in the space and insert it, making sure it is spelt correctly?

smoke	time	awoke	decide	care
alone	home	like	name	smile
bonfire	hillside	wide		

The Lost Sheep

Once upon a _____, there was a girl whose job was to _____ for a flock of sheep. Her _____ was Bo Peep.

One day, she fell asleep and when she _____, her sheep were gone! She looked far and _____ but the sheep were nowhere to be found. She could not _____ what to do.

Bo Peep set off across the _____. Suddenly, she spotted _____ coming from a _____. Running towards it, she could see her friend Boy Blue.

'Have you seen my sheep?' she asked. 'I can't find them.'

'Leave them _____. They'll come _____,' Boy Blue said with a _____.

Bo Peep didn't feel _____ smiling. She knew she was going to be in trouble with the farmer if those sheep didn't _____ at the farm soon.

Music: Exploring compound time

https://classroom.thenational.academy/lessons/to-explore-compound-time-71h64d

To explore compound time

In this lesson, you will learn a song from Zimbabwe. Following that, you will move to the metre, using a hand clapping pattern, to the tunes of Alicia Keys and Queen. You will have the opportunity to explore rhythm notation and grouping in simple and compound time, and finally learn a song to help you remember the concept.

If you'd like to and you're feeling brave enough, film a little video of yourself completing this activity and upload it onto your portfolio on ClassDojo – I'd love to see it!

Reading

Listen to Miss Fouracre reading the text for this week on Class Dojo. It is an extract from the popular legend *The Sword in the Stone.*

THE SWORD IN THE STONE

The legend of King Arthur dates back to Anglo-Saxon times. There may have once been a leader called Arthur but over thousands of years the story has been added to and we cannot be sure which parts are fact and which are fiction. Here is the story of how Arthur became King:

Sadness descended over Britain as news spread of the death of King Uther. But after the sadness, quickly came anger and arguments about who should be the next king. None of the powerful knights or nobles knew about Uther's son, Arthur, who had been sent away to keep him safe from attacking Saxon armies.

Fights raged for many months. Until one freezing morning, when the frost covered the trees like a crystal white blanket, a great stone appeared. It lay in front of the ancient church of St Paul and thrust deep into the stone was a glittering sword. When the knights came closer, they could read a message carved into the shining metal of the blade saying, "Whoever pulls this sword from the stone is the rightful King of England."

Many times they tried to wrench the sword from the stone. They tugged and heaved and strained with all their might. But it was no use. The sword would not budge for any of them.

Years passed and young Arthur was dashing through the city, looking for a sword. His foster brother Kay was due to fight in a competition but had lost his sword. Suddenly, Arthur's eyes fell upon the stone, the metal of the sword glistening in the early morning sunlight. He stepped towards the sword, fallen leaves crunching under his steady footsteps. Reaching out, he clasped the jewelled handle of the weapon and pulled. The sword slid out like a knife gliding through butter.

1. Why was Arthur *'dashing through the city, looking for a sword'*?

    _____

    _____

2. Find and copy the two similes that are used in the text:

    • _____

      _____

    • _____

      _____

3. Was it easy or hard for Arthur to pull the sword out? How do you know?

    _____

    _____

    _____

4. Is the statement **true** or **false**? Explain how you know.

    The sword had nothing on its handle – it was plain.

    _____

    _____

Remember to check and self-mark your answers on Dojo at the end of the day!

Writing – Writing closing and editing work

Watch today's instructional writing video - Miss Fouracre will explaining today's task, recapping what needs to be included in each paragraph and modelling how to transfer your ideas from your plan into quality paragraphs of writing. You can complete today's task along with her as there will be pause points.

Firstly, what do we need to include in the closing of your story?

Now have a go at drafting the closing paragraph, in either your exercise books or the box:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Why is so important to edit our work?

_____

_____

_____

Look carefully at each paragraph and complete the editing checklist as you go.

Success Criteria Checklist:	✔
Have I read all of my teacher's feedback from work sent through from this week?	
Have I corrected any spelling mistakes?	
Have I corrected any punctuation errors?	
Have I corrected any grammatical errors?	
Have I edited my vocabulary choices?	

Remember to share your work with your teacher on Class Dojo.

Maths – Subtract two fractions

Starter: Answer the following questions including the time on the clock.

Flashback 4

1) Work out $3 \times 3 \times 4$ ☐

2) What is nine multiplied by eight? ☐

3) $12 \div 1$ is equal to? ☐

4) Work out $3{,}924 - 1{,}451$ ☐

White Rose Maths

144 Club: Put a five-minute timer on – can you beat your previous score?

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Main Activity:

Have you marked your work from yesterday? How did you get on? Follow the link to watch the explanation video again to remind you about what we covered: https://vimeo.com/420682290

Subtracting fractions

Amir has $\frac{3}{5}$ of a roll of ribbon.

He cuts $\frac{2}{5}$ of the roll off.

What fraction of the roll does he have left?

Here are some worked examples to support you:

Ron has $1\frac{1}{6}$ litres of water.

He drinks $\frac{5}{6}$ of a litre.

What fraction of water is left?

$$1\frac{1}{6} = \frac{7}{6}$$
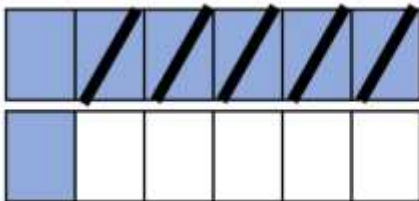
$$\frac{7}{6} - \frac{5}{6} = \frac{2}{6} = \frac{1}{3}$$

Have a go

1) $1 - \frac{3}{5} = \frac{2}{5}$

2) $2 - \frac{1}{9} = \frac{17}{9} = 1\frac{8}{9}$

3) $1 - \frac{10}{97} = \frac{87}{97}$

$$\frac{97}{97} - \frac{10}{97} = \frac{87}{97}$$

Have a go

4) $\frac{7}{3} - 1 = \frac{4}{3} = 1\frac{1}{3}$

5) $\frac{5}{2} - 2 = \frac{1}{2}$

$$\frac{5}{3} - \frac{3}{3} = \boxed{1} - \frac{1}{3}$$

$$\frac{2}{3} \qquad \frac{2}{3}$$
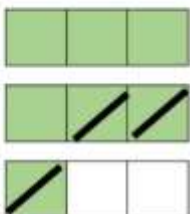
$$\boxed{3} - 1 = 2$$

Task 1: Complete Questions

4 Jack has $2\frac{1}{4}$ kg of potatoes.

He uses $\frac{5}{4}$ kg of potatoes.

How many kilograms does he have left?

Jack has ☐ kg left.

5 Complete the part-whole models.

a)

$\frac{1}{9}$ — $\frac{5}{9}$ — ◯

b)

$\frac{11}{9}$ — $\frac{4}{9}$ — ◯
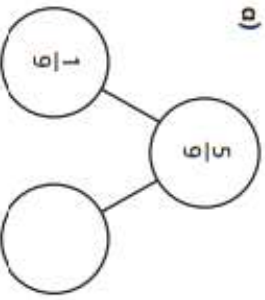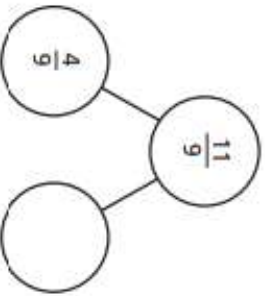
6 Complete the part-whole model in two different ways.

$\frac{1}{5}$ — $\frac{5}{5}$ — $\frac{3}{5}$

$\frac{1}{5}$ — $\frac{5}{5}$ — $\frac{3}{5}$
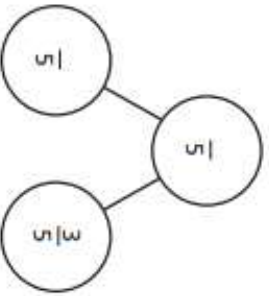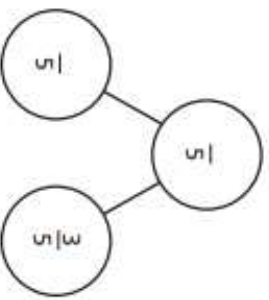
7 Fill in the missing numerators.

a) $\frac{10}{11} - \frac{\square}{11} = \frac{7}{11}$

b) $\frac{10}{11} - \frac{\square}{11} = \frac{7}{11} - \frac{4}{11}$

c) $\frac{10}{11} - \frac{4}{11} = \frac{\square}{11} - \frac{7}{11}$

d) $\frac{15}{4} - \frac{\square}{4} = 2$

e) $\frac{9}{4} - \frac{1}{4} = \frac{\square}{4} + 1$

f) $\frac{11}{4} - \frac{3}{4} = \frac{11}{3} - \frac{\square}{3}$

8 Alex and Annie are taking turns playing a computer game.

Annie plays for a total of $2\frac{1}{4}$ hours.

Annie plays for $\frac{3}{4}$ of an hour more than Alex.

How much time do they spend in total playing on the game?

☐ hours

Handwriting

Name .... Date ....

Write at least two words for each ending. Think about the joins.
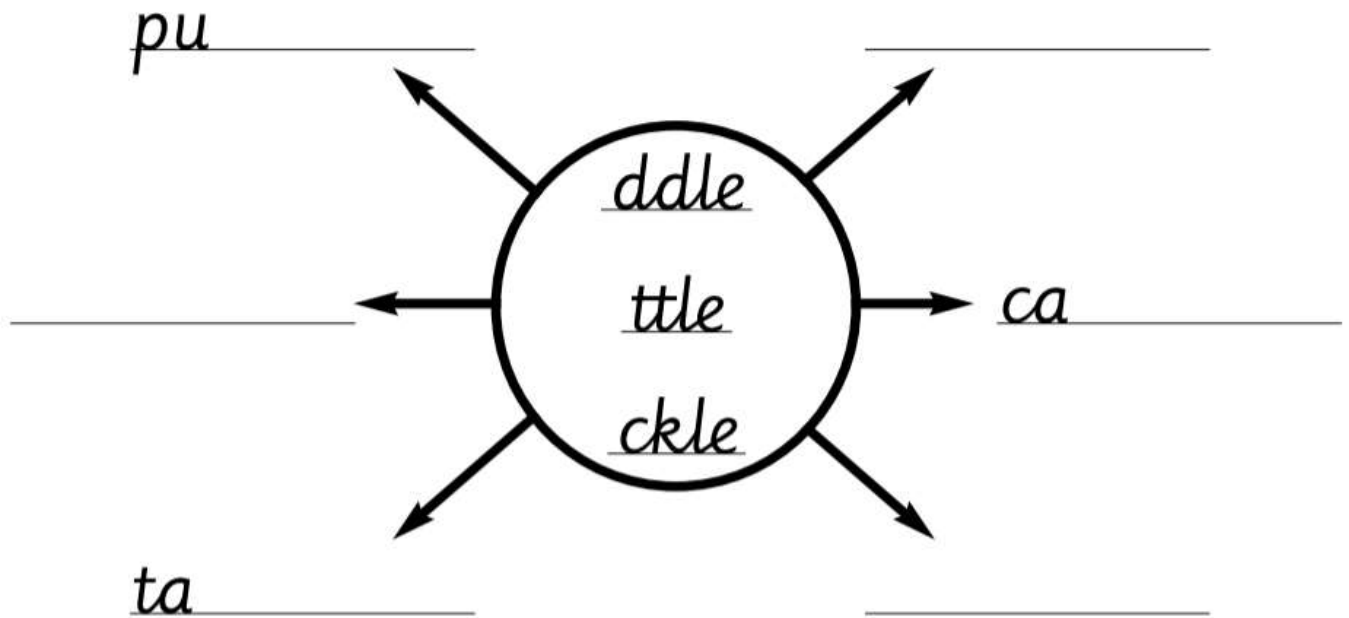
pu _____   _____

ddle

ttle   *ca* _____

ckle

_____

ta _____   _____

Art – Wallpaper panel design from nature

In our last lesson, we designed a decorative letter in the style of William Morris.

Today's lesson follows on from this learning. We are going to follow the online tutorial to complete a wallpaper design from nature, in the style of William Morris:
https://www.youtube.com/watch?v=WtYHMsKJcLQ
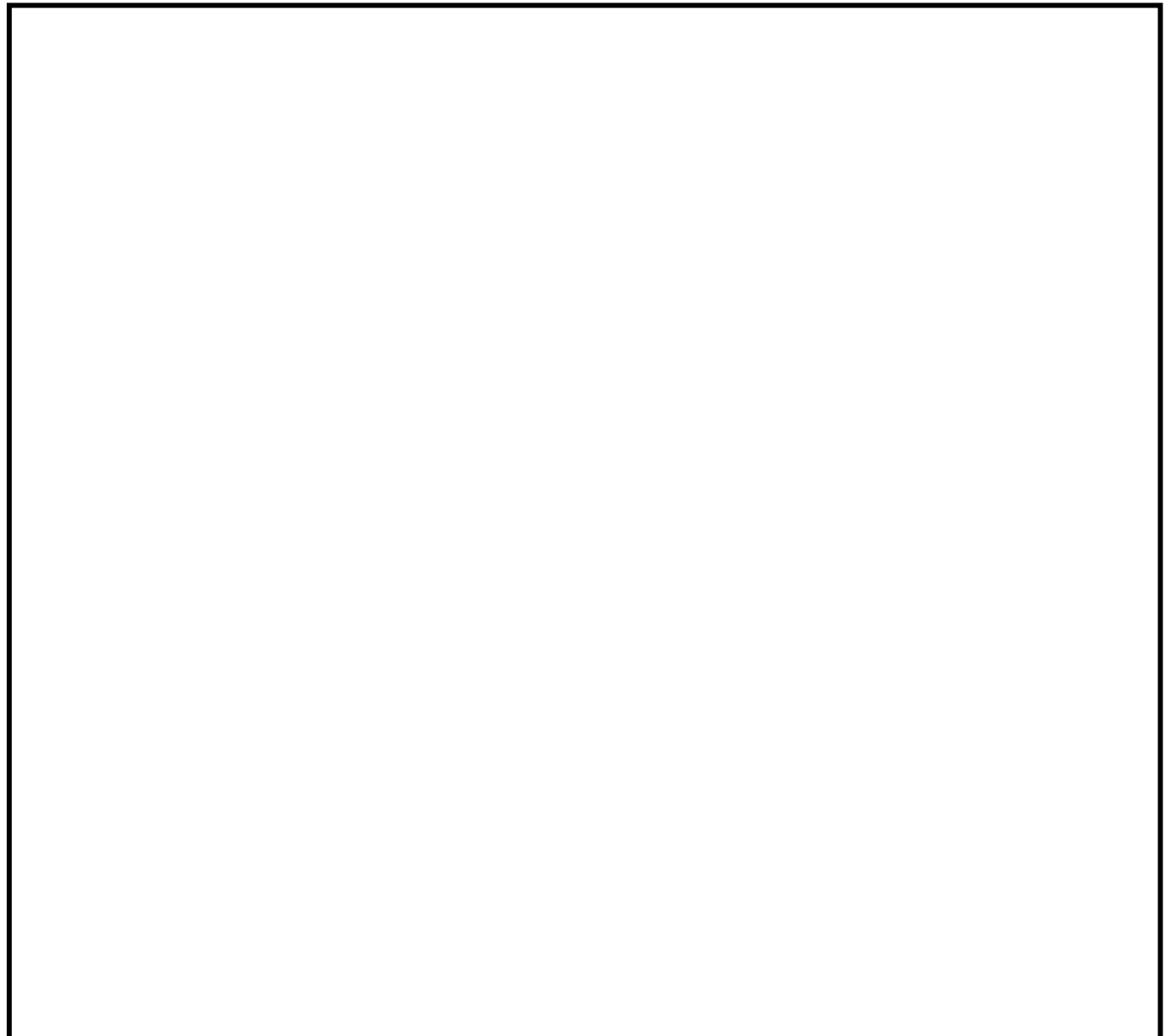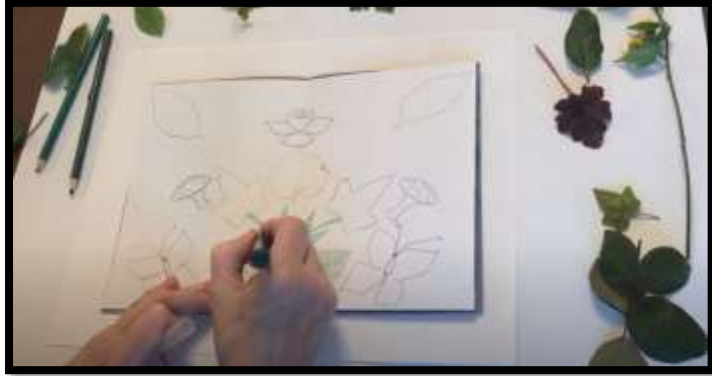
Share your wallpaper designs with your teacher on Class Dojo.

Friday 5th March

Reading

Reflect on the extract you've been looking at this week. Use the reflection grid to share your thoughts, feelings and ideas about *The Sword in the Stone* so far.

Something I like about the story…	Something I dislike about the story…
Questions I have…	**My predictions…**
Other stories I am reminded of and why…	

Would you like to read the rest of this story? Why/why not?

_____

Writing – Publishing own adventure story

Watch today's instructional writing video - Miss Fouracre talking you through the process of publishing your adventure stories!

Remember to send your stories to us on Class Dojo – we'd love to read them!

Maths: Google Forms Quiz

Times tables Practice: x9

6 x 9 = _____   10 x 9 = _____   4 x 9 = _____

2 x 9 = _____   12 x 9 = _____   7 x 9 = _____

7 x 9 = _____   4 x 9 = _____   11 x 9 = _____

10 x 9 = _____   7 x 9 = _____   8 x 9 = _____

11 x 9 = _____   12 x 9 = _____   1 x 9 = _____

12 x 9 = _____   4 x 9 = _____   10 x 9 = _____

4 x 9 = _____   3 x 9 = _____   2 x 9 = _____

8 x 9 = _____   7 x 9 = _____   9 x 9 = _____

9 x 9 = _____   2 x 9 = _____   1 x 9 = _____

5 x 9 = _____   11 x 9 = _____   11 x 9 = _____

3 x 9 = _____   6 x 9 = _____   7 x 9 = _____

1 x 9 = _____   1 x 9 = _____   10 x 9 = _____

5 x 9 = _____   10 x 9 = _____   12 x 9 = _____

2 x 9 = _____   5 x 9 = _____   6 x 9 = _____

1 x 9 = _____   8 x 9 = _____   8 x 9 = _____

9 x 9 = _____   9 x 9 = _____   3 x 9 = _____

6 x 9 = _____   6 x 9 = _____   5 x 9 = _____

3 x 9 = _____   12 x 9 = _____   4 x 9 = _____

8 x 9 = _____   3 x 9 = _____   2 x 9 = _____

11 x 9 = _____   5 x 9 = _____   9 x 9 = _____

Follow the link below or scan the QR code and complete the quiz. All the questions are related to what you have been working on this week in Maths: https://forms.gle/3omSmnyhSCSwojjm9

Spring 2 - Week 2 - Pack 2

Adding and Subtracting Fractions

Name:

Short answer text

Question 1: *

Use the model to add the shaded fractions.

Spelling

Magic e with 'a-e' Read and Write

Read the 'a-e' words below. Look at the pictures and write each word under the correct picture. Read the word again to make sure it's correct.

cane	cake	cape	face	male	game
tape	safe	case	rake	sale	lake

PSHE – Managing challenges and change

Learning objective

Pupils will learn:

- about how feelings and emotions are affected and can be managed at changing, challenging or difficult times

Read the scenario card carefully:

> A few weeks ago Sasha's mum explained there were going to be some changes coming...
> Sasha's family moved house to a completely new area. Sasha had to leave the local street-dance club and start a new school as well. Sasha feels terribly lonely and doesn't know anyone in the new area – everyone seems to have their friendship groups already and Sasha's mum is always busy. Sasha is spending more and more time alone and feels like things will never change.

Make notes about how Sasha might be feeling at various stages of this challenging change in her life:

	At the time	A few weeks later	A few months later	A year later	A few years later
Situation Sasha is in	Sasha has moved to a new area, but doesn't have any friends there. Mum is always busy.	Sasha says hello to another child who lives on the same street, they walk to school together.	Sasha joins the school street-dance club and meets some more new friends. Sasha and mum have a day out together.	Sasha is more settled at school and has good friends. Sasha and Mum spend Saturday evenings together now.	Sasha's street-dance club win an award for great teamwork and Sasha has a new step-dad – Billy. He's a good friend to Sasha and Mum.
Sasha's feelings					

Remember that anyone's mental health can be affected at different times in their lives and times of change, challenge or difficult events do not always cause or lead to a mental health concern. Sometimes nothing in particular happens to cause a mental health concern. But, if people are worried they can get help and advice. Here are some of the strategies known to help if you're struggling with your mental health. Remind yourself of them by reading the poster:

- Drinking water
- Smiling
- Advice website: www.childline.org.uk
- Writing or drawing about the feelings
- Eating a balanced diet that includes plenty of fruit and vegetables
- Taking deep breaths
- Reading
- Recognising things can feel better
- Making a memories box
- Listening to music
- Thinking positively
- Advice text/phone line: ChildLine 0800 1111
- Talking about problems to a doctor, nurse or counsellor
- Taking rest, relaxing, quiet time
- Being honest about your feelings
- Accepting that change happens to everyone
- Writing to a friend

- Punching a pillow
- Hugging a pillow
- Going outside - fresh air
- Doing something physically active
- Writing a diary or journal of feelings
- Getting enough sleep
- Taking your mind off it
- Spending time with friends
- Being kind to others
- Helping someone else
- Thinking of happy times
- Stroking a pet
- Talking to a trusted adult
- Squeezing a stress ball
- Chatting to a friend
- Imagining the feelings drifting away

Now use some of these suggestions and strategies to offer advice. Pretend to be an agony aunt and see if you can help these children feel better!

Growing up is hard! I feel angry all the time! My friends annoy me, my mum annoys me, I get so frustrated when my phone doesn't work or if I lose a game. If I don't get a good enough score I feel furious! Even little things drive me absolutely up the wall! When I am really cross, I can feel my body tense, my fists clench, my jaw grip and my hair standing on end. I feel like I could scream, even if I am in a place where I shouldn't. Grrr! I'm even feeling angry now! Cross, age 11	Dear Cross Every day… In the moment or when the feelings get stronger… Someone to talk to…. From,

Worried about tests! Every week we do tests in our class… maths tests are the ones I find the hardest; I really worry about them. I look round the class in the test and everyone else seems to be getting on with it but I'm staring at question and feeling nothing but blank. Then my palms go sweaty and I feel a bit panicky. The night before a test, I can't sleep, I feel all wound up inside and scared about the next day. It seems to be getting worse the older I get. Worried, age 10	Dear Worried Every day… In the moment or when the feelings get stronger… Someone to talk to…. From,

My dad is not ok! I'm not sure what's going on, but my parents seem really stressed. A few weeks ago my dad lost his job and since then they either argue or talk in whispers hoping I'm not listening. I know Dad's worried about money. He used to be so much fun, but now he just sits in the chair staring out of the window. He doesn't even want to watch '100 Greatest Super Heroes' with me. He looks sad and pale. I've noticed he's not going out very much anymore, not even to bowling club. Concerned, age 10	Dear Concerned Every day… In the moment or when the feelings get stronger… Someone to talk to…. From,

Not sure about this!	Dear Confused
My mum is expecting a new baby. Part of me is really excited and I can't wait to meet my baby brother or sister. But I'm sure they will cry all the time and I won't be able to concentrate on anything. Plus, I feel like Mum will only want to be with the baby and not play with me. Mum is so excited. I should be really pleased but I just feel a bit unsure about the whole thing and would prefer it if things just stayed the same. Confused, age 9	Every day... In the moment or when the feelings get stronger... Someone to talk to.... From,

Share your helpful responses with your teacher on Class Dojo.

PE – Counter Balance

Scan the code or follow the link to access the Jumping and Landing challenge. Use the colour tabs at the bottom to change the difficulty of the challenge and share pictures on ClassDojo of you completing it at home: https://real.jasmineactive.com/home/funs/with-a-partner/skill/with-a-partner

SCAN ME

Counter balance

I can sit holding hands with a partner with
fe together, lean in together then apart